SUPPLEMENT TO

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NIEMAN PROJECTS AT HARVARD

Reports of the 1946-7 Nieman Fellows on Their Individual Programs of Study and Reading

Nieman Fellows, 1946-47

FRANK CAREY,	Associated Press
PAUL L. EVANS,	Mitchell (S.D.) Daily Republic
STEPHEN M. FISCHER,	San Francisco Chronicle
JACK FOISIE,	San Francisco Chronicle
HENRY H. HORNSBY,	Lexington (Ky.) Leader
RICHARD E. LAUTERBACH,	Time, Inc.
ERNEST H. LINFORD,	Laramie (Wy.) Republican Boomerang
FRANCIS P. LOCKE,	Miami Daily News
WILLIAM H. McDOUGALL,	United Press
FLETCHER P. MARTIN,	Louisville Defender
ROBERT C. MILLER,	United Press
JAY G. ODELL,	Philadelphia Inquirer
CLARK PORTEOUS,	Memphis-Scimitar
GILBERT W. STEWART, JR.	Newsweek

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THE NIEMAN PROJECTS AT HARVARD

Newspapermen and others often ask just what Nieman Fellows do with their year at Harvard. These reports of the men who held fellowships in the college year Sept 1946-June 1947 answers the question for eleven of the 111 newspapermen who have so far completed fellowships.

Each autumn since 1938 the stream of students flowing into Cambridge has included about a dozen newspapermen, come on Nieman Fellowships for a year's work at Harvard.

They have taken advice where they found it and set about obtaining answers to the questions which brought them to the University. They have outlined their general plans in advance and had them accepted. But the year's work is of their own shaping. Each develops his individual program. Some come with gaps to fill in previous education, others to catch up with the changing world of their times, in science, in economics, in world relations. Some may want to study the special problems of their region, some to prepare for assignments in the foreign field or in Washington, others to concentrate in areas where modern journalism requires specialization, in labor economics, agriculture, city planning, housing, science.

At an average age of thirty-three after a dozen or so years of the pressure of the daily news, they enter upon a year of freedom to take what they can from a university whose doors are open to them in every department.

They enter these doors at different levels of preparation, at various stages in their profession, and with widely differing desires. But all who come seeking the knowledge they expect the University to supply.

Some are writers, some editors, a few publish their own small papers. Some come from the highly organized metropolitan dailies, some from country weeklies. They are reporters and correspondents, news editors and the technicians of the copy desk.

The one thing they have in common is that they are qualified newspapermen who seek to reinforce their background for dealing with the complex pattern of events which makes the news.

Of the 111 who have come up to 1947, two-thirds (74) were already college graduates and seven of them had also Master's degrees. Twenty-two had started college but never finished. Fifteen had never been to college. Previous education is no factor in the Nieman selection. It is based on the promise which their past performance has shown for future usefulness in journalism. Of roughly ten times as many candidates, they have impressed the Nieman Committee as the likeliest prospects. The only requirement of applicants is three years newspaper experience.

So their demands upon a university are various. Equally so are their problems of devising ways and means to make the most of their year. No requirements are laid upon them for class attendance or examinations, nor are any degrees or course credits conferred. They may divide their time as they choose between lecture and library, conference and laboratory, discussion and cogitation.

The individual ways they have organized their Nieman year are described here in their own words, taken from their term reports to the Curator of the Nieman Fellowships. The 11 work reports shown here are representative of the activities and processes of Nieman Fellows.

They tell a number of things besides the distribution of studies. Incidentally, the distribution of the whole 111 shows the largest number (28) have centered their work in American history. The next largest number (18) have concentrated in international affairs. Economics has claimed the principle attention of 17, including six whose concern was chiefly with labor. Regional studies have occupied thirteen, most of them southerners seeking answers to the particular social and economics problems of the south. Government, national to municipal, has proved the chief interest of seven, city planning of five. Six science writers have explored the various science departments. Two Fellows have found their interest in sociology, two in agriculture, one in housing.

The other dozen defy classification. But with minor excursions into literature, philosophy, psychology and the arts, most as would be expected from their necessary concern with public affairs, have centered their work in history, government and economics.

The reports tell their own story of problems of adjustment to the changed pace and environment from news room to college. The fresh eye these men bring to college study, the sense of adventure, the zest for exploration, the voracity with which some have consumed the offerings of classroom and library, annd the satisfaction over unanticipated by-products of leisured study and intellectual stimulus gleam through many of the reports.

The occasional references to the informal group program of Nieman dinners with visiting journalists and seminars with professors, to the social and intellectual value of association with the Harvard "Houses," to conferences and conversation and pleasant relationships with the faculty, sufficiently suggest the atmosphere in which the year is spent.

Louis M. Lyons
Curator of the Nieman Fellowships

Whitman and Thoreau: History and Writing

by Henry H. Hornsby

Like most Nieman Fellows, I made the mistake of wanting to take everything in the book. However, I finally weeded the list to seven courses—to start with—and discovered pretty soon that this schedule was about fifty per cent over-loaded. The seven courses were divided as follows:

Two in history (Social and Intellectual History of the United States, and the Westward Movement), one in music (Introduction to the History of Music), one in English (Advanced Composition), two in economics (Economics of Agriculture and Economics of Social Security) and one in government (The United States in World Politics).

Since I was not a student of economics, the time spent in economics class was wasted, and the material in the government course proved familiar. So I soon dropped out of these courses to put my time to other use.

The music course was for pleasure only, and it is filled with enjoyment for those who like good music on an elementary and informal plane.

The work in advanced composition is rather heavy, and I found it took too much time from other studies, so I did nothing more strenous than auditing, during the fall term.

I had wanted to study social and economic problems of the South, but discovered that Harvard offered no courses, as such. Yet I found what I wanted, and considerably more than I had hoped for, in the two history courses. Schlesinger's social and intellectual history and Merk's westward movement shed considerable light on today's social and economic problems, not only in the South but in other regions of the country. Today's problems of the South, for instance, were born many years ago, and in learning when and where they began one comes to understand them and understanding is the quickest and surest solution.

Every Nieman Fellow, whatever his particular interest, will find far-reaching values in these two history courses, and to those who plan to take either or both of the classes I would offer this advice: Take detailed notes, in permanent form. The material is highly organized, and notes will serve as invaluable source material for all working newspapermen.

The two courses do not overlap. To the contrary, one complements the other; taken together, they make a wonderful combination. This is not true of History 5 (Growth of the American Nation), because this course repeats much found in the other two.

Toward the end of the fall term and at the start of the spring session I dabbled in several other courses including Nock's Introduction to the History of Religion and Mayo's History 67 (American Biography).

Comparative Literature 181b (Introduction to Literary Criticism) was way over my head, and will be over the head of others who haven't a solid grounding in the classics. But Harry Levin is a marvelous lecturer, and the time spent in the class was worthwhile. He is so good that I believe future Nieman groups should have a session with him. (Maybe he would discuss Joyce).

I chanced into English 7 (American Literature) just in time to hear Perry Miller wind up the fall term with three lectures on Emerson, and I have berated myself ever since that I didn't know about the course sooner. Miller gave me a new appreciation of Emerson, and I stayed with the course most of the second term, with Matthiessen giving the lectures. Here I came to appreciate Thoreau and Whitman, really for the first time. This is a delightful course, and one I recommend to other Niemans.

My year's major project grew out of a writing seminar under Theodore Morrison, arranged during the spring term especially for Nieman Fellows.

Morrison is an extraordinary teacher, and I learned what so many Harvard students must have found out through the years: a class with Morrison is literally an education within itself. The nine other Nieman Fellows who comprised the seminar have concurred in this observation.

I became so interested in a project of creative writing that gradually other classes took a back seat, and I devoted most of my free time to writing.

This seminar was so worthwhile to all of us that I hope it will become a fixture for future Nieman groups.

The Foundation's program of regular seminars and dinners was of incalculable value to me, and helped to drive away the confusion and discouragement with self which bothered me when I was dropped into Harvard's culture and learning. The seminars which Nieman Fellows held among themselves at which each man told of the operation and policy and problems peculiar to his own paper—seem worth repeating for subsequent groups. But I think we strung our program out too much, and I wonder if it wouldn't be better to condense it somewhat. Perhaps better results would obtain through a forum, or round-table, where ideas could be exchanged immediately, with a moderator to gather up the bundles of ideas and stack them into a definite pattern, rather than having them strewn out from week to week. I think our "private" seminars this past year became somewhat labored before the series ended.

As a whole, the Nieman year proved the most wonderful experience of my life. There were so many things to see and do (and I think I just about covered the field) that I would feel selfish if I didn't pass along one or two suggestions for the benefit of those who come to take our places as Fellows. I'm thinking particularly of outside programs, free and open to Niemans. There are readings by eminent poets, lectures and forums at the Harvard Law School; lectures and discussions at the Harvard Observatory, concerts at the Gardner museum and services at the Memorial church, where such prominent speakers as Ralph W. Sockman and Reinhold Niebuhr, for example, can be heard. There is the Arnold Arboretum, so magnificent in spring. There are the Boston Symphony Orchestra concerts in Sanders theatre, which Niemans can hear at special prices. There is the Boston Museum of Fine Arts (I spent New Year's Day exploring the place), and Harvard's famous collection of glass flowers.

These notations barely scratch the surface, but they do point up the list of opportunities, so abundant off the beaten paths. To know when and where and what to see and do, subscribe to the Harvard University Gazette. It costs $1.50 a year, and I'm not selling subscriptions.

Henry Hornsby, reporter on the Lexington (Ky.) Leader, stayed on in Cambridge this Summer to continue work on the novel he began in Theodore Morrison's writing course, which he describes. He returned to his paper in September.

"According to Plan"

by Robert C. Miller

Militarily speaking, the Nieman year "proceeded according to plan."

The main objectives were attained, and measured in terms of the time expended, I believe the venture was a complete success.

My stay at Harvard was designed to improve my efficiency in the field of foreign reporting. It will be difficult to judge the degree of success accomplished until I return overseas for the United Press this summer. With minor exceptions, however, everything planned was achieved.

The only big detour from the itinerary outlined to the committee last spring was the substitution of Spanish for Russian. This change was made at the recommendation of several United Press officials who pointed out that Spanish would be more useful on a world beat than Russian.

Seven subjects totalling twenty hours were taken the fall semester. Two of these, Government 18, International Politics, and Economics 15A, Economic and Political Ideas in Modern Times, came at the same hour, making it necessary to alternate between the classes. The attempt was made in both these and all other fall semester classes to do the assigned readings.

Also on the fall agenda were: Spanish 1A, Elementary Spanish: German AA, Elementary German; English F, Public Speaeking; English A4a, English Composition, The Short Story, and Government 4C, The United States in World Politics.

Each course except English A4A met three times weekly.

In addition, I participated in the International Affairs Program which met weekly for evening seminars on current topics of world interest.

An experiment was attempted the spring semester. Ten courses were taken, but no effort was made to do all the required reading. It is impossible for me to handle the classwork and reading in more than seven courses, yet I feel I am not getting my money's worth if I don't take all the available courses which I need and can crowd into my daily schedule. My ten courses this semester total 28 hours plus four of shorthand each week.

Personally, I feel that much more is being accomplished this semester. I'm getting more than a third more education per week, and although I am not as solidly grounded in my courses, I have all the reading lists and know where the information is available. After leaving Harvard I can fill in the gaps and catch up on the material which I have been forced to skim over in many cases. I now wish that I had begun this system last September.

The spring semester courses include:

History 5B, The Making of Modern America; Government 32, The Conduct of Foreign Relations; Government 8A, Dictatorship and Propaganda; Economics 181B, Public Policy and Labor; Economics 133B, Economic History; Spanish 1B, Elementary Spanish; Philosophy AB, History of Modern Philosophy; English A3a, English Composition; English 60B, Modern Poetry, and History 77, Modern Mexico since 1870.

The shorthand classes meet Monday and Thursday evenings from seven to nine at the Darling Secretarial School, Cambridge.

The only desired course I was unable to find at Harvard was an elementary psychology course in human behavior. I have attempted to remedy this by acquiring Freud's basic writings, and am now wading through them.

That's about it. I have no complaints or suggestions, only a deep gratitude to everyone concerned for making it a perfect year in every respect.

Robert Miller. 31, graduate of the University of Nevada, war correspondent for United Press, was consciously preparing for a foreign assignment in his Nieman year. He went directly abroad for UP, to take up a correspondent's duties first in Palestine.

A Nieman Year is Not Limited to Courses Taken

by Stephen M. Fischer

As most Nieman Fellows I wind up the year at Harvard with the impression, "If only I had to do it all over again, then I would really get the most possible out of the experience."

That may or may not be true. I have learned by hard experience that Louis' original advice to limit the number of courses studied is a must. On the other hand, I have discovered so many fields and individuals who interest and fascinate me (e.g. Professor Kluckhohn at the final Nieman lunch of the year) that I would continue to feel pressed to take as many courses as there are college hours a day.

I came to Harvard with the intention of specializing in labor economics. That is a mistake, I think. When I realized that, I branched out and decided to work more in history, government, and some social relations.

The first semester I went a bit wild and attempted to take six courses plus dropping in on others from time to time. As the weeks went by the number was whittled down, until by the middle of the semester I was attending!

1—Government Regulation of Industry—Prof. Fainsod. (This is a worthwhile course for any reporter who plans to cover government agencies and bureaus.)

2—Trade Unionism and Collective Bargaining—Prof. Dunlop. (The reading in this course—particularly the history of the labor movement—is good.)

3—Growth of the American Nation—Prof. Merk. (An extremely useful survey course in American history given by a man who proved a favorite with all of us who took his courses.)

4—Labor Relations Seminar—Prof. Slichter. (This was primarily a weekly bull session with union and employer representatives. Most reporters meet many of these men during their regular work. It serves to help make contacts and is of practical value.)

5—Graduate Seminar in Group Prejudice and Conflict—Profs. Allport and Parsons.

Stephen Fischer, 27, reporter on the San Francisco Chronicle is a graduate of Columbia University and an MA in journalism there, a veteran of Pacific bombing in the Navy. He had begun to specialize in reporting labor and planned his Nieman year to reinforce that specialization.

(This was an extremely valuable experience. It taught me some of the basic reasons for many news stories. It was also good to discuss this subject without the heat and emotion that usually prevail during a consideration of the topic.)

6—U. S. in World Politics—Prof. Wild. (This is a good course. It organizes a great deal of material which most newsmen know but have never put together in orderly fashion.)

The second semester I promised myself to stick to only three courses, and outside of occasional visits to Harry Levin's course in the novel, I took:

1—History of Westward Expansion—Prof. Merk. (A fascinating course which gives excellent background for reporting all types of national issues.)

2—The Making of Modern America—Prof. Schlesinger. (This is a continuation of the first semester's survey course.)

3—History of the Far East—Prof. Fairbank. (This is of value not only to Far Eastern correspondents, but to any newsman who may handle Far East stories either off the wire or in Washington. It is an excellent background for a man who does not have time to specialize in the field. I also sat in on some of the evening guest sessions of the Far East regional study. The Nieman Fellows in that program kept me posted when the best guests were coming.)

Of course, it was not possible to tackle all of the reading assigned in these courses. But the reading lists are complete and I hope I will work my way through them slowly after my return to San Francisco.

A Nieman year is not limited to courses taken. It encompasses a series of rare opportunities—to meet specialists in many fields; to enjoy the fellowship of newspapermen from all over the country; to have enough leisure to read a good number of current books; and finally, the unusual chance to work as a free adult without pressure and with guidance only when desired. It is good to work in this type of atmosphere.

I think all of us will agree that our own weekly seminars and dinners are among the year's highlights. The free and honest discussion which prevailed at Nieman guest sessions is all too rare these days. I might suggest that in the future the program not be allowed to get too crowded with extra-curricular functions as happened during some periods. This took time from necessary reading. However, I realize how difficult it is to secure out-of-town guests on the most desirable dates.

The between-semester shop talks were highly instructive and good fun. As a reporter from a relatively large paper, I particularly appreciated the talks given by the small town editors. Their problems and solutions and the humour involved made for excellent discussions. The consideration of Time-Newsweek techniques and Washington and foreign coverage provided fine shop talk. I believe these sessions should be an annual feature of the Nieman year.

I want to take this opportunity, too, to thank the Foundation for allowing me to take a week and go to the CIO convention. The coverage there fitted in neatly with my reading and studying and served to make the year more complete.

I know that all of us appreciate tremendously the facilities and opportunities put at our disposal and particularly the mature but never pressing direction given by Louis Lyons.

A Science Writer's Program

by Frank Carey

My principal objective in seeking a Nieman Fellowship was to get fundamental training in branches of science—such as nuclear physics, astronomy and geology—in which I had had no formal instruction. My secondary objective was to strengthen myself in certain fields—such as bacteriology and physiology—for which I had preliminary training by virtue of having had a pre-medical course in college. My third objective was to make an intensive review of general physics—a subject in which a science reporter must have as much grounding as possible if he's going to attempt to write clearly and simply about such things as radar, television, X-ray, acoustics, optics, etc.

I found what I wanted in the following courses at Harvard:

FIRST TERM

Geology 1a (Introductory Physical Geology given by Prof. Kirtley Mather.)

Mather is a lively lecturer, and a first-rate future contact for a science reporter studying at Harvard. In his course, he hits hard on phases of geology which a science writer may be called upon to discuss periodically, such as earthquakes, volcanoes, soil erosion. And, at the outset of his course, he gives a swell discussion on uranium and nuclear fission, which provides nice background for a reporter who intends to go into those subjects more thoroughly during his stay at Harvard. The university's course in the fundamentals of atomic physics, which includes study of the atomic nucleus, was not given until the spring term, so Mather's discussion provided a good framework for informal, private study during the first term.

My principal reading in the geology course included the text we used in class (Longwell, Knopf and Flint's "Textbook of Physical Geology,") and Dr. George Gamow's "Biography of the Earth." I also went on one field trip to the North Shore to study coastwise geological formations.

Astronomy 1a (Astronomy of the Solar System—given by Dr. Fred Whipple.)

I believe this is a "must" course for any science Nieman, if he hasn't already studied astronomy. It goes without saying that now that radar signals have been bounced off the moon, and man-made rockets have reached great heights, the science reporter's beat extends increasingly beyond the limits of our planet.

Whipple has been prominent in experiments utilizing V-2 rockets to investigate the upper atmosphere, and he's interested in a study designed to expel man-made meteors from rockets so as to give scientists new knowledge of the natural meteors which invade the earth's atmosphere from outer space. His astronomy course is further enlivened with subjects like that. Whipple understands the problems of a science reporter, and he wants to help in every way possible.

One of my most valuable contacts at Harvard this year was another astronomer, Dr. Bart J. Bok, assistant director of the Harvard Observatory. Bok and I had periodic luncheon sessions during which we talked over possible news stories in the astronomical field and also discussed the increasingly-important role that science is playing in national and international life. Bok has a wide contact among scientists in various parts of the world, and he has a good nose for news. Any science

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Graduate of Holy Cross and reporter of ten years experience with The Associated Press, Frank Carey at 37 had been reporting science for the AP from Washington for three years before his Nieman Fellowship which he spent exploring the sciences most important to his work.

Nieman should cultivate him; it will pay off.

My reading in astronomy included the textbook we used in class, "Astronomy," by Baker; Dr. Fred Whipple's "Earth, Moon and Planets;" Dr. George Gamow's "Birth and Death of the Sun," as well as numerous reports prepared by the staff of the Harvard Observatory and other astronomers on current research. I also attended various astronomical meetings at the observatory in Cambridge, did some of the laboratory work in the course, and visited the observatory at Oak Ridge, Mass., for a study of the telescopic and photographic equipment there.

Natural Sciences 2a (Dr. LeCorbeillier and Mr. I. B. Cohen.)

This is one of the courses in Dr. Conant's new general education plan. I didn't start attending it regularly until midway in the fall term, because I was taking (and still continued) a course in general physics, and I wanted to avoid repetition if possible.

But once I started attending the natural sciences course regularly, I regretted that I had missed a single lecture. The course is designed to give students who are not planning to specialize in science a good general picture of physics, chemistry, astronomy, geology. And it is presented in much the same language that a science reporter would use in presenting phases of those subjects to a lay audience of newspaper readers. Most of the course is devoted to physics.

I particularly liked the spring term of this course, when the subjects of electricity and light were detailed, and when we had a series of lectures on contemporary physics (nuclear energy, etc.) by Professor Oldenberg.

The course includes, in addition to straight lectures, many excellent demonstrations of physical principles—amplified by good explanations, and aided by good equipment.

In addition to the textbook we used, ("The Study of the Physical World," by Cheronis et al), my reading for the course included "A Primer of Electronics" by Caverly (a swell ready-reference book for a newsman); "Science for The Citizen" by Hogben; and "Electrons in Action," by James Stokley of the General Electric Research Corp.

Physics Ba (Mechanics, Heat and Sound given by Dr. George Clark).

This is a straight solid course in elementary physics—well suited to a newsman who wants to get a good review of the subject in an orderly fashion.

To supplement my study of physics, I attended colloquia conducted on Monday afternoons by the physics department. These colloquia—on subjects of contemporary interest in physics—were preceded by get-togethers of members of the department. And these preliminary meetings provided a good opportunity to meet and talk to various physicists.

On Wednesday afternoons I attended symposia in applied science arranged by Professor Chafee, Harvard electronics expert. At each meeting, discussion was held on some phase of electronics research now under way at Harvard. Some of these talks—both at the physical colloquia and at the applied science symposia—were pretty technical, but they gave a science reporter a good idea of what was currently going on in the field.

Bacteriology: I took this course at the medical school in Boston, under Dr. John H. Mueller, and various assisting lecturers. Such a course, I believe, is basic for anyone who has to write on medical subjects. One gets a good round-up picture of each of the important bacterial and virus diseases that beset man; and the subject matter is presented in a way that is understandable to anyone with a fairly good background in chemistry and biology.

Mueller and his aides were very cooperative, arranging for me to visit various laboratories where research projects are under way.

Coincident with the bacteriology course, I attended some lectures in preventive medicine, given by Dr. Aycock. These one-day-a-week lectures conflicted with my bacteriology lectures on one day, but I tried to pick subjects between the two which would give me the most benefit.

General work in the fall term:

In addition to my regular courses, I attended some lectures in economic botany, given by Prof. Mangelsdorf, and some lectures in the biological sciences phase of the general education course, given by Prof. Castle.

I also attended sessions on the control of atomic energy, given at Harvard and at Massachusetts Institute of Technology, and I attended discussions of the medical aspects of atomic energy given at the medical school by Dr. Arthur Solomon.

SPRING TERM

Physics 1 (Introduction to Atomic Physics—given by Dr. R. B. Holt.)

This is an excellent course for a science writer who wants to get the fundamentals of the story of atomic energy. You don't start immediately with the subject of nuclear fission, which made the atomic bomb possible. You start with a review of the origin of the atomic theory of matter. Then, the course deals successively with the atomic structure of electricity, the atomic structure of light, and finally, with the structure of individual atoms, which includes discussion of nuclear fission and its implications.

Several weeks in the latter part of the course are devoted entirely to the study of the atomic nucleus, natural and artificial radioactivity, isotopes, etc.

For reading in this course, I got much help from Dr. Arthur Solomon's "Why Smash Atoms?"; Dr. George Harrison's "Atoms in Action;" an excellent booklet entitled "Our Atomic World," published by the Los Alamos scientists; and the Smyth report on military aspects of atomic energy.

I also made arrangements with the National Committee on Atomic Information at Washington to receive the same literature I would receive from them if I were at my AP work; and I also procured each month the "Bulletin of the Atomic Scientists," published by the Atomic Scientists of Chicago, which provides good up-to-date articles on atomic energy.

Astronomy 1b: (Stellar Astronomy—given by Dr. Donald Menzel.)

All of this course, which includes the study of the sun and the other stars, was valuable—but I particularly like the clear explanation of the principles of spectroscopy.

The course ties in nicely with the atomic physics course, too, because Menzel and his assistants discuss the tremendous nuclear reactions involved in stellar energy production.

Menzel is one of the world's outstanding authorities on the subject of the sun, and he augments his lectures on that subject with dramatic motion pictures of solar phenomena.

Natural Sciences 2b: (Given by LeCorbeiller and Cohen.) This was a continuation of the general education course in the natural sciences, and I referred to the value of this course to me when I discussed the fall term.

One of the highlights of the spring term was a demonstration of spectroscopy, and various types of electron tubes. Another, as noted above, was a series of lectures on nuclear physics by Dr. Oldenberg.

Thus, these three courses—atomic physics, astronomy, and natural sciences—helped keep the subject of atomic energy accented throughout the spring term. There was necessarily some repetition, but I'm thankful that things worked out that way. It was good to get the subject from various angles.

Physiology: I took this course at the

medical school. Dr. Eugene M. Landis, Higginson professor of physiology, and other doctors at the medical school, were the lecturers. In addition to attending lectures, I observed some of the laboratory exercises of the medical students, and visited the various research laboratories where a number of problems in physiology are under investigation.

I did selected reading in various physiology textbooks, and got a lot of help from a very readable volume entitled "The Human Body and Its Functions," written by Doctors C. H. Best and N. B. Taylor. This latter volume is somewhat old (1932) but it is a volume designed for public health nurses, hospital instructors, etc., rather than for more advanced medical students, and its presentation of the subject is a good model for a science reporter to follow.

Small Town Editor's Plan for Covering Ground

by Paul L. Evans

This has been a good year—a year packed with exciting and stimulating experiences. I am sorry that it must end. But at the same time I am eager to get back to actual newspaper work again. I fear that for me life at Harvard, with academic ease replacing the reality of deadlines, could become habit forming.

In applying for a Nieman Fellowship I said I wanted the opportunity of a year at Harvard in order to become a better newspaperman. Now, having enjoyed the privilege of such a year, I hope and believe that objective has been realized. However, the true test of the way I have spent the year will come when I get back to work. The real report on my Nieman year will be written in my efforts as a newspaperman in the months and year ahead.

This report, therefore, may be a superficial accounting of what I have done, mixed with immediate, admittedly confused and possibly unwarranted reactions to those activities.

I am certain of only one thing: I am less certain of anything than I was a year ago. Confusing and disturbing as that sensation may be, I do not think it is bad. In the course of only a few years an editorial writer unwittingly gets into certain ruts. This year has given me an opportunity to take a look at some of my pet ruts. Perhaps I will be less inclined to get back into them in the future.

It seems to me that the benefits of a Nieman year can be divided, roughly, into three classifications—formal academic efforts, extracurricular activities, and personal associations and contacts—with so much overlapping that any sharp line of demarcation is almost impossible.

A very competent executive editor of a regional daily (Mitchell, South Dakota, Republic), Paul Evans describes the planned planlessness of his "flea on dog" method of making the most of a year of freedom in a university. At thirty-two he was a graduate of South Dakota Wesleyan and one of its trustees.

Looking back now, it seems that my accomplishments in the academic field have been pitifully small. The only excuse I can offer is that there was so much to do, and so little time in which to do it.

During the first term I attended three courses in which I did all, or most of the required reading, as well as extra reading —Agricultural Economics, Nationalism in International Relations, and American Political Thought. In addition I attended two other classes regularly—International Politics, and U. S. in World Politics, in which I did only part of the assigned reading.

I found the graduate course in Agricultural Economics surprisingly elementary, and after completing the regular reading for the course went ahead on my own, with advice and suggestions from Prof. John Black, doing reading on the post-war agricultural outlook and collecting data on the subject of agricultural income and industrial wage income. (Early in the year I thought I would be able to find a simple answer to the relationship between these two. If there is such an answer, however, it has eluded me.)

Prof. Wright's course in American Political Thought was one of the most stimulating, and it seems to me it may be the most valuable, of the courses I took.

Nationalism in International Relations under Prof. Emerson was a confusion-provoking course. I did not know at the time, and I am still uncertain as to whether the subject was too complex or too simple for me to grasp. However, it did introduce me to a phase of international relations of which I previously had been almost entirely ignorant. During the holidays I spent the better part of a week trying to set down some of my ideas on international affairs as a result of the course and other reading, but after finishing a first draft of 10,000 words I put it away and went back to reading the "experts."

I found Prof. Poole's lectures on International Politics a valuable sidelight to the extra reading I was doing in international relations. Though I respect Prof. Poole's background of experience and knowledge of the workings of world affairs, I must confess that I found myself constantly in direct conflict with his basic philosophy and concept of international relations. I believe attendance at his lectures was time well spent, largely, however, because it provided an insight into a viewpoint different from my own.

Prof. Wild's lectures on U. S. in World Politics were an enjoyable breather. I found the course an interesting and well-presented review of a period which I lived through as a newspaperman, and which I followed closely and with interest at the time it was happening.

When the second term opened I dropped the regular course in Agricultural Economics and instead attended the graduate seminar in that field. I found the seminar more interesting and informative than the class, particularly when Dr. Black spoke on current problems of agricultural policy, but was disappointed that so often the topics discussed dealt to such a great extent with the problems of New England agriculture.

In the second term I also took another course under Prof. Emerson—International Organization. This fitted in well with my interest in the subject and with previous reading, though because of previous work on that subject, part of the course seemed very elemental. I do believe, however, that Prof. Emerson did a very able job of teaching a course on a subject which is currently in such a state of flux.

Because of an interest developed in Prof. Poole as a typical old-line diplomat (or so he seemed to me) during his first term course, I started attending his second term lectures on The Conduct of Foreign Relations. To me, however, the course was less interesting than his earlier lectures, and I attended the class irregularly.

The toughest course, and the one on whch I spent the most time during the spring term was Economic Policy under Prof. Slichter. Though, in my vague way, I'm more inclined to be a follower of the

Hansen economic theory, as outlined in his writings, I found the course by Slichter interesting and thought-provoking. I did not have adequate academic background for the course, but by applying myself, digging into the readings, and doing some elemental review I managed to follow the lectures fairly well.

As a mixture of history, economics and a highly personalized philosophy, I found Prof. Usher's course in Economic History stimulating and informative.

English F under Prof. Packard, a public speaking course, provided pleasant and I hope profitable relaxation during the spring term. In addition to acquiring information and experience in the organization and verbal presentation of material, I found the class an interesting laboratory of what I consider a cross-section of Harvard undergraduate opinion. I did not take the class with any idea of becoming a polished public speaker, since I expect to continue using the written word as my major medium of expression. I have, however, long felt a need for improvement in my ability to express myself verbally, and am satisfied I made some progress in that direction as a result of the course.

Anyone looking over this lineup of courses might arrive at the conclusion that my selections were reached by stabbing blindly at the courses offered, since there was very little continuity or coherence in my course of study.

If that is bad, however, I must admit I planned it that way. Aside from a semi-concentration on international affairs, I jumped around like a flea sampling various portions of a dog.

It would have been pleasant to take one specific field of study and to have concentrated my entire attention on it. I'm sure I would enjoy being an expert on some one subject, no matter how trivial it might be. However, I didn't feel I could afford to spend my Nieman year in such a way.

I envy those Fellows who work for a large enough organization or had a broad enough general background before coming to Harvard so they could afford to specialize. As an editorial writer and editor of a small daily I could not afford that luxury. Perhaps a little knowledge is a dangerous thing. But if so, I am determined to be as dangerous in as many fields as possible.

Both my courses and my reading were designed primarily to broaden my general background.

Aside from the course reading I indulged in a hodge-podge variety of books during the year. Perhaps too planlessly, I tried every [illegible] and anything which was recommended [illegible] seemed attractive, ranging from Charles H. Forte's "Book Of The Damned," to "Scientists Against Time" in the scientific field; from a re-reading of "The Federalist Papers" to Arnall's "The Shore Dimly Seen" in politics; from the Yale Law Review's Symposium on International Organization to Culbertson's proposals on international affairs; from "The Wayward Bus" to "Gentlemen's Agreement" in the field of fiction, and so on into economics, philosophy, agricultural policy, etc.

It is a fact, for what it may be worth, that I read more books, and fewer newspapers, in the past year than in any year since I was graduated from college. And I doubt if I read as many books in any one year as an undergraduate.

This diversity in courses and reading leads me directly into the second classification of the benefits of a Nieman year—extracurricular activities. Interesting and entertaining as they were, this does not refer to poker sessions. Rather I have in mind the Nieman seminars, dinners, the Harvard Conference and other such informal sessions.

These seminars, dinners and conferences provided a constant source of new information for me. My evaluation of these meetings is indicated by the fact that I never permitted my academic schedule to interfere with my attendance at such affairs. There was always another class in economics, government or agriculture, but when else could I hear Chester Bowles discuss price control, or join in probing the amazing mind of Harlow Shapley?

Here again it may be that my reaction is conditioned by the geographic location of my newspaper activities. To some of the Fellows from the metropolitan areas, the "big names" might be old stuff, but in the sticks the opportunity to hear nationally recognized authorities and to discuss current problems with them in person is sharply limited.

At this point both the academic courses and the extra-curricular activities overlap with what I consider the third major benefit of a Nieman year—personal associations and contacts.

Interesting and stimulating as the professors and VIPs were, however, I hasten to add that in no cases did the stimulation provided by those brief encounters compare with the long-range associations with the other Nieman Fellows. If I may exempt myself for a moment, I would like to say that I consider it amazing that the committee selected such a fine bunch of Fellows. I know I couldn't have done as well if I had been given the opportunity to select my own associates for a Nieman year.

I feel a debt of gratitude to all members of the Harvard faculty under whom I took courses, as well as those who appeared at our seminars, or made time available for informal conferences. It would be impossible to name them all, but to me the friendly and generous attitude of busy faculty members toward the non-academic interlopers from the fourth estate exemplifies the spirit of Harvard.

The only major disappointment of my Nieman year was the necessity of living at Harvard, Mass., and commuting the 27 miles to Cambridge daily. The only thing which made the daily commuting grind bearable was my good fortune in becoming acquainted with Prof. George Kistiakowsky, and making the trip with him most of the time. I value my friendship with him so highly that I am sure I will have pleasant memories of commuting long after the inconvenience is forgotten.

However, one recommendation which I would like to make is that future Niemans delay as long as possible before taking a house in the country. It is, to say the least, inconvenient, to be so far removed from the center of activities.

I have no major suggestions to offer concerning Nieman activities. I think the set-up as it now stands is excellent. I hope nothing will be permitted to change the personal freedom of selection for each Nieman during his year of residence. I believe any attempt to further standardize Nieman activities, or to curb the individual freedom of the Fellows would be a mistake.

It has been a memorable year. If it doesn't make me a better newspaperman I should have been a ditch digger.

China Studies and A Book

by Richard Lauterbach

This is a strong invitation to platitudes. I'll begin by saying that if I had it to do over again, there's not much I would change. Of course, it would have been better if we were all resident in Cambridge; if we had gotten to know each other sooner: if we had been fortunate enough to have more contact with men like Conant, Shapley, Hocking, Sweezy and possible Harry Levin.

The afternoon seminars were usually fine. The suppers, like performances of a hit show, were variable according to the mood of the star performers and the interaction of the audience. I think every upcoming Nieman group should have at least one full dress supper discussion on the Freedom of the Press reports as we did; and if the future groups are as varied as ours was, they might well benefit by the kind of "this-is-our-operation" series which we did. An effort should be made to have, among the outside guests, a representative from other media such as radio (Murrow, as we did) and even the movies. (Bosley Crowther?)

As for my own work: aside from some negligible dipping and wading, I concentrated my efforts in Regional Studies, I. China. This seminar, with all its shortcomings (many of which will probably be smoothed out in subsequent years), was above my expectations. The biggest nonanticipated plus was the calibre and the contributions of the men in the seminar. The next biggest was the integrating factor of John Fairbank's personality and scholarship, which somehow managed to keep the seminar from bogging down into the wearisome knowledge-for-knowledge-sake wordiness—except in occasional instances out of his control. As the result of the lectures, readings and discussions in this seminar (plus most of Professor Reischauer's History 82-b) I have been able to analyze and integrate my own first hand experiences in the Far East with a greater degree of understanding. Concretely, during the second semester I wrote a report on American policy in the Far East since the end of the war.* The approach and the evaluations in this book owe a great deal to my work in Regional Studies at Harvard.

Fairly early in the year I had to choose between further concentration on Russia and the Russian language or on the Far East. I chose the Far East because of the opportunities and the personnel in Regional Studies and I was not sorry.

During the second semester I also devoted a lot of time to talking with undergraduate groups. I spoke at three or four of the houses and to several of the student organizations. I can't guarantee I added anything to their fund of knowledge, but their interest and their questions helped me to clarify my own thinking.

One of the lasting values of the Nieman year will be the associations formed with the Fellows. If I had not attended one formal lecture at Harvard, I feel I'd be the gainer from conversations and friendships with the other men. I think perhaps that series on our own shops acted as a stimulus, helping each of us to gain a richer understanding of the varied problems in journalism.

The role of the Curator as a catalytic agent was subtle and superlative. I suppose six or seven of us have only one criticism: he should learn to play poker—with funds provided by the Foundation.

*Danger From the East; Harper Bros., for October publication.

Graduate of Dartmouth, war correspondent of Life, Dick Lauterbach at thirty-two had had a reporter's assignments over much of the world, and had done two books on Russia. He concentrated on the regional studies on China, did a book on U. S. policy in China.

"What I Didn't Know About College!"

by Jack Foisie

The big question in my mind all the time (it occurs to me now) was whether a Nieman with little previous college experience, and a bum scholastic record before that, could reverse his field and take full advantage of a year at Harvard.

I think I have.

If I've learned nothing else I've learned how dumb was I. Along with that has come an enthusiasm to get educated.

This enthusiasm—undisciplined—sent me chasing after wisdom like a hare on a Sunday picnic. It wrecked all my ideas and plans for the Nieman year and all but nullified the well-intended guidance of the Nieman advisers.

But at least I now realize what an education is all about, and why. It took me most of the first term to learn that. The final term was occupied in the chase. I bought more books than I could possibly digest in four Nieman years; I began with a full eight-hour day of courses; I started a new "project" almost every day.

All this is a long way from my original Nieman aim: "to study government and economics as preparation to serve as Washington correspondent."

What I didn't know about college! My first schedule of classes included three graduate seminars! I thought I knew all the answers.

Within a month I discovered I knew few of them. It appeared to me that every other Nieman, newspaperman though he was, knew some of the answers, and regular Harvard students knew a lot of them.

The switch from seminars to beginning courses was done under cover. It was a wise retreat.

During the fall term I devoted full time to four courses. I got the most out of Merk's basic course in American history, and Wild's basic course in international relations. For Washington background (lip service to my original aim) I took Fainsod's Government Regulation of Industry, and enjoyed it. My fourth course was American Political Thought. I didn't

Reporter on the San Francisco Chronicle and during the war one of the noted combat correspondents of Stars and Stripes, Jack Foisie at 28 had his first experience with college on his Nieman Fellowship. He describes it with characteristic self-deprecation.

follow Wright too often, but I understand more now of what he was saying.

In the spring my eight courses boiled down to a sane four: Merk's last half of the westward movement in America; Wild's study of International Law, Morison's American Naval History, and Ted Morrison's English 3A on how to write.

I tried several economics courses but found them all beyond me. So I bought an economics syllabus for the basic courses and taught myself. It was my most successful venture in self-education.

Another bit of self-teaching was in science, by reading "The Story of Science" by David Dietz, and President Conant's "On Understanding Science."

I "dabbled" in Modern Philosophy, attending some of the lectures and doing some of the reading.

For me, it was the teacher rather than the material which made the subject interesting. Merk is my favorite; that dog-ear about a "lovable old man" really sticks to him. Wild was the teacher I found who could reduce a complicated subject to its fundamentals and still keep his lecture above the kindergarten level.

The trouble with a report on Nieman year is that, for the first time in nine months, a man must think in tangibles rather than intangibles. The academic habit has me, for when I sit down to tally up the results, 1,2,3, the total is almost zero, if you want tangibles. Only one comes to mind, and it is negative.

1. Ted Morrison convinced me that my novel for Simon and Schuster was lousy, even if S & S had put up a small piece of change for a look-see at the finished product.

This is a tangible benefit of the year, for otherwise I would have pounded away at a job predestined to fail. As it is, after a remolding in Morrison's writing courses, perhaps I can prove to him and to myself —that a reporter can also write a good novel.

What outside reading I did, above and beyond the required reading, indicates my inability to stay the helm on any given course. I must have started thirty books and dropped them when my eye caught a book more interesting. But among the ones I finished was "The Autobiography of Lincoln Steffens."

The presence of my brother at Lowell House made my association with that organization particularly enjoyable. I found the house library the best place to study. Dr. Perkins, master of Lowell House, was first rate.

Most Nieman seminars and dinners were highly enlightening, although I did not often hold up my own end. The round-robin by the Niemans themselves was a big surprise. In this case at least, the so-called hick town reporters had more exciting accounts than did the metropolitan men.

When it comes to suggestions:

1. I'm a great man for having wives around more often at the dinners, providing the Nieman checkbook can afford it.

2. If possible, studies a la Lauterbach for all off-campus Niemans. As it stands now, there's no place at school where a man can be alone with a typewriter.

3. Foundation-controlled housing, to pass along from year to year among Niemans.

And so I leave, more humble, if not more learned. And the process of self-education will continue, I think.

A Southerner's Year of Commuting from Plymouth County

by Clark Porteous

It was a wonderful year, and my only criticism is self-criticism—my own failure to get even more out of my year at Harvard.It's there for you, and the benefit derived is strictly up to the individual.

For any Southern newspaper man, I would consider Group Prejudices and Conflicts (Social Relations 284), a fall semester course under Profs. Allport and Parsons, a must. It's a seminar course, meeting once a week, at night, but there is plenty of work connected with it, including committee work in which it is necessary to do some research and write a report. I studied the Boston press in its coverage of Negro news and found the study quite enlightening. A Southerner will get a scientific insight into prejudice and its causes, an insight which should inspire him to work to eliminate the evils of prejudice against the Negroes in the South. Though primarily for graduates the course is not too difficult, though it's far from easy, for students without preliminary work in this field.

Another course, fall term only, which I found quite valuable was Government 27, a history of American Political Thought, taught by Ben Wright, one of the most brilliant men I met at Harvard. There is a lot of reading connected with this course, and Wright does not duplicate the reading in his lectures to any great extent. This course gives an insight as to why our politicians think as they do, and opens up many new fields of thought which can be used in writing about the current political scene. Its a first-rate course, interesting reading, and Wright is a fine witty lecturer. My only regret was that it's a one semester course.

My biggest disappointment of the year (except for Dos Passos) was Economics of Agriculture (Economics 71a). I had hoped to learn some of the answers to the cotton problem and other Southern economic problems in the course, but I did not. However someone else may benefit from it.

I took a lot of history and I'm sorry I didn't take more. The first semester, I took only one history course,History 60a, the history of the Thirteen Colonies to 1760, taught by Prof. Sam Morison, the expert on Columbus. This was a fine course, and I followed up in the spring term with History 60b, the American Revolution, and the Formation of the Constitution, 1760-89, also taught by Morison. It was amazing to learn how many answers to present day problems are rooted in colonial days, and how much about politics, statesmanship and the like we can learn from the men who founded this republic. The course helped to take away some of the bad taste left by the era of muck-raking biographers, who were popular when I was an undergraduate. Morison is a crusty fellow who perhaps has not forgotten his days as a Navy captain, but he is a wonderful lecturer, and knows his subject throughly. He inspired me to want to continue learning about the colonial and birth of the nation periods. I highly recommend History 60 a and 60 b.

I was greatly disappointed that Provost Paul H. Buck was not offering his History 65a, Reconstruction and the New South,1865 to the present, because of his other duties. However, Mr. Buck kindly provided me with his reading list, which I found quite helpful, especially his own

Clark Porteous, a graduate of Southwestern, had covered much of the South for the Memphis Press-Scimitar before coming to New England at 36 to move his family into a Cape Cod farm house twenty-five miles from Cambridge and settle down to study history and learn to write a novel of the South which he took home with him.

book, The Road to Reunion, the Pulitzer Prize history for 1938, which, nevertheless, I had missed. It's a fine book, especially to give a Southerner an unbiased view of reconstruction. There is much other good reading with this course. Mr. Buck also was helpful in discussing the course with me.

During the spring semester, I took four history course, including Prof. Morison's History 60-b. I took two courses under Prof. A. M. Schlesinger Sr., as I had been unable to get his course in the fall because of a conflict. While I would not advocate two courses under the same professor, when there are so many fine professors at Harvard, I found that the two courses fitted well into each other. One was History 5b, the Making of Modern America, 1865 to the Present, Schlesinger, Dean Bender and Adams. Schlesinger's own book, Political and Social Growth of the American People, is fine, and there is other excellent reading connected with this course, such as Ida M. Tarbell's "The Nationalizing of Business" and Faulkner's "The Quest for Social Justice."

Back to History 5b, I found Dean Bender a particularly good lecturer, with wit, sarcasm, the ability to puncture toy balloons and crumble clay feet.

The fourth history course I took during the spring term was hardly a history course at all, It seemed more sociology than history, but it was a very fine course. Oscar Handlin, the professor, probably said more in 53 minutes than any professor I heard. The course gives a fine insight into the American melting pot and will enable any newspaper man to better understand the complex peoples about whom he writes. Even in the South, where the percentage of foreign born is small, the course will be valuable. The reading is excellent, too, with such books as Handlin's own "Boston Immigrants," Hansen's "Atlantic Migration," another Pulitzer winner, and McWilliams "Prejudice" among the better books on the reading list.

Finally, I get to the courses which offered me the most personal satisfaction, though perhaps I got more help as a newspaperman from those mentioned above.

These are the writing courses which I took. The first was Prof. Ted Spencer's English A-5, a limited course, offered only every other year, but I highly recommend it to anyone who wants to improve his own writing, mainly by writing. You have to agree to write a novel or a three act play or similar major composition to get in the course.

The course only met once a week, for two hours on Thursday afternoons, but there were individual conferences when necessary. I wrote more than 200 pages on my novel during the first semester, realized it was not going well, and jettisoned the entire output and started over. I completed a 65,000 word novel the second semester, and the fact that I learned much in the course was, I believe, revealed in the greatly improved product of the second semester. Mr. Spencer was kind enough to say I was the star of the class and that he would have given me an A for the course, if I had been getting credit and grades.

To me, Prof. Spencer's course was the high light of my year at Harvard, and I recommend it to any Nieman Fellow who wants to improve his writing, but he must not be afraid to put in many hours at the typewriter, and a blank page which must be filled out of his own mind must hold no terrors to him.

The other writing course I took was given by Prof. Ted Morrison, English A-3-b, also an advanced composition course. Mr. Morrison kindly opened the course in the spring to all Nieman fellows. It was a very good course, with the Niemans, for the most part, writing short stories, but some novels were inspired in this course. Mr. Morrison is an expert, but severe, critic, and his course is not for one with sensitive feelings about the product of his pen. I think the Morrison course helped my writing and helped my book, and I am only sorry that I did not have more time to write stories for Morrison. I submitted only three stories in this course, and found the criticism of theme very helpful. Morrison is a tougher critic than Spencer.

That about takes care of the courses, but the courses are only a part of what you get as a Nieman Fellow, perhaps only about fifty percent. The weekly Seminars are fine. Here we picked the brains of Harvard, over beer and cheese and crackers, and learned a great deal. I think the seminars are one of the most valuable things in a Nieman year, and noting the line of questioning by your fellow Niemans is of great value. Invariably, almost any question you plan to ask will be asked by a fellow Nieman. If you are lazy and like to relax at the seminars, you can do as I did, and sit back and listen, only rarely asking a question. However, if you feel that your reportorial questioning should be sharpened, the seminar is an excellent grindstone.

Then come the Nieman dinners, another valuable Nieman extra-curricular activity.

Something else I would like to comment on is the outside reading. Because I had to commute 25 miles, I did not get as much out of Widener Library as I should have, so I can't say much about the library.

While speaking of libraries, the small Nieman library is fascinating, and I found much there of great interest, including some books which were required in some of my courses. I heartily recommend the American History series, and Parrington's Main Currents in Political Thought will provide fascinating reading. One of the best books, in my opinion, in the Nieman library was Gunnar Myrdal's "American Dilemma." It should be required reading for all Southerners, and everybody else would find it helpful. It's heavy going, not easy reading at all. It's too bad someone doesn't do with it what has been done with historian Arnold J. Toynbee —write an easy to read condensation.

I also had time to do some reading I had always wanted to do, books such as Koestler's amazing "Darkness at Noon," Dostoevsky's great "Crime and Punishment," Arthur M. Schlesinger Jr's, "Age of Jackson," Jackson's "Lost Weekend," Lippmann's "Public Opinion," some Joyce and a number of other books. Also, I did some reading of new books as they came out, Allen's "Our Fair City," which is quite good and will help any reporter who writes municipal news; Steinbeck's "The Wayward Bus," in which, to me, he missed the bus; the books on Russia by fellow Nieman Richard Lauterbach, and many others. The periodicals in the Nieman lounge are fine, and I spent some time browsing through publications I never have opportunity to see in Memphis, Tenn.

As for commuting, I rather imagine in many ways it would be better for a Nieman to live in Cambridge. Certainly it would be better for his family, as my family was rather isolated from Nieman contacts living in Hingham. However, as an opportunity to get to know New England and New Englanders, I rather think living in a town like Hingham is the best way. We lost something in the way of Nieman fellowship living so far away, but I think we gained an insight into New England and the character of its people, particularly in having as a landlord one of those rare people, a typical Yankee. The commuting problem wasn't too bad for me, especially since we had a mild winter. By using an automobile and the subway, if your wife doesn't mind not having a car at home, or if you have two cars, the South Shore isn't very far from Cambridge. I usually made it in 50 minutes from my own back door to Harvard Square.

Something More Than Courses

by Fletcher Martin

If there lives the man who can verbally spell out the richness in taste of golden yams that have softly sizzled in deep, brown sorghum; if there is he who can put down on paper the deep feeling of satisfaction such a dish can give—he's a better man than I.

So be it with a Nieman Year!

The task of trying to point out, item by item, what the year has meant to me borders on the impossible. Any attempt I make in that respect—the result would be a panorama of understatements. I don't mean this to sound sophomoric, God forbid, but because of circumstances over which I have no control, I think the year at Harvard means a little more to me than it does to many of my colleagues. Many of the statements I make in this report must contain words in the superlative. This is because they come from the heart of one who has seldom enjoyed the freedom—freedom to the fullest degree—that the year afforded. Perhaps this is a selfish thought in view of the plight of others in America, but I'm thankful for those fleeting months when the mind was free to wander in that storehouse of knowledge, and my color was just a physical detail.

Further, seldom has the opportunity been given me to see, from a pretty close angle, what members of the other group can be like. That, indeed, was as much education as any I received in the classroom.

I arrived in Cambridge with a closed mind. My horizons extended only to that realization that color, race and creed had much to do with a man's destiny. That there seemed an inconquerable chasm between racial groups in these United States, each group having its selfish interest, and the spirit of one nation, indivisible, as far as the people go, knowingly abandoned. I, as is true with many members of minority groups over the world, had almost given up the idea that this land, with its promises, was mine to take. There stole into my heart too often a feeling, and, I reckon, it was almost a feeling of hatred.

But now, I have hope. I know that we who fight for the promises that are America, do not fight alone. I don't say that taking classes in government, history, music, religion, English, philosophy and other subjects, can be given sole credit for widening my horizons. Certainly they come in for their share, but there were more, equally as important elements. There were many:—working together to put out an issue of the Crimson; a Thanksgiving Day dinner at Reading; listening to Ernie discuss his editorial troubles; meeting and knowing Henry Hornsby; riding to Dartmouth with Dick Lauterbach; the seminars and dinners; knowing Charlie Morton of the Atlantic Monthly; exchanging ideas with Mr. Schlesinger; taking lone walks along the Charles; listening to Mr. Merk's lectures; getting words of wisdom from Mr. Morrison; going to the opera with Bill McDougall; taking in a concert with Phil Locke; meeting the many important Nieman guests; or just sitting around the office "shooting the bull" with a bunch of guys who were as friendly as an ol' hound dog. And at no time was I reminded that my color was different.

Perhaps these items seem small. But they and thousands more constantly remind me that I have just spent the finest nine months of my life. The friendships made will serve as a catalytic agent to bring out what there is good in me when times and conditions would seem to want it otherwise.

During the year I took 12 courses (listed elsewhere in the report). Most of them were liberal art courses; however, one, Group Prejudice and Conflict, was centered around a subject in which I have a profound interest. Notes taken will serve well in future editorial work. Music and religion proved two of the most enjoyable and interesting of the subjects taken. I buckled down in history and government and did a goodly part of the reading required. I am very pleased with my note book, 257 pages of typewritten notes, which I value to a high degree.

Best of all, I did much of the reading I have wanted to do over the years (reading list elsewhere in the report). I used Widener and the Nieman libraries, the latter I found most helpful. Further, because of the reading habit, I purchased 43 volumes, now a part of my small personal library. In addition to my wife reading some of the text books I used at the university, young Peter Nieman will have his chance at them. I hope to maintain the reading habit. In fact, I've been told that one of my new assignments on the paper will be to handle the book section.

Maybe there is a lot more I ought to say about the Nieman Year. But I think what the Foundation would like most is that I do something with the benefits I have received from the grand experience. That I shall endeavor to do with every fibre of by being. One reason we call our son Peter Nieman, is to have a living memorial of what the fellowship meant to one of the recipients. I shall try to make the Foundation glad of its choice.

Thanks is a mighty little word, but know

City Editor of the Louisville Defender and a war correspondent of The Negro Press, Fletcher Martin was 30 when he came to Harvard. A graduate of Louisville Municipal College where he was varsity end, he fitted happily and wholly into the life of the university and the Nieman Fellowship. He was a non-resident member of Adams House and was elected editor of the special Nieman edition of the Harvard Crimson. The affection and respect of his Nieman colleagues was expressed in their gift of an inscribed silver porringer to his son, Peter Nieman Martin, born during the year.

He Erased the Color Line

by Gilbert W. Stewart, Jr.

No vote was taken among the Nieman Fellows of 1946—47, yet we all know that our "experiment" in race relations was a success. It was so successful that within a matter of weeks it was no longer an experiment.

Fletcher Martin city editor of the Louisville Defender, was the first Negro to receive a Nieman Fellowship. The announcement may have caused some apprehension among us; I, for one, had never associated with a Negro.

But Fletcher has a quiet way of making people comfortable. Quickly we found that the subject of race relations was not taboo at the luncheon table. More than that, we not only discussed but disagreed, and came back to talk again. So the year passed, Fletcher ate our cooking and we ate his, he laughed at our stories and we roared at his, he took our poker money and we took his. He had erased the color line as completely as any person could.

To write a general formula for interracial harmony from such a minute sampling of mixed humanity probably would not be justified. Yet positive results came out of our year together: not one of us will act, or speak, or frame an opinion on a racial question without first thinking how it will affect our friend, Fletcher Martin. So I think there was a formula —a very ancient one which translates in this day into the words, brotherly love.

that it conveys my gratefulness for every second spent at Cambridge. I miss the Colonel's "Yah" and the monthly bills from the Faculty Club, the poker game and Holyoke's aging elevator—there are so many things I miss. But in my heart, I have a great feeling.

Courses

I. Semester

1. Growth of the American Nation: Merk
2. Philosophy of Religion: Wild
3. American Political Thought: Wright
4. Modern Government: Elliot
5. Music Appreciation: Davidson
6. U. S. in World Politics: Wild
7. Seminar: Group Prejudice and Conflict: Allport and Parsons

II. Semester

1. The Making of Modern America Bender and Schlesinger
2. Social and Cultural History of the United States Schlesinger
   a. Audited irregularly
3. English composition Morrison
4. History of Religion Nock
5. History of the Westward Movement since 1840 Merk
6. American Literature from the Beginning to Emerson Matthiessen
   a. Audited irregularly

Books Read

Some tasted, some swallowed, some digested; and others tasted, swallowed, and regurgitated.

1. Road to Reunion: Buck
2. The Irrepressible Conflict: Cole
3. Henry Grady—Spokesman of New South
4. The Shore Dimly Seen: Arnall
5. Rise of The City: Schlesinger
6. The Wild Flag: White
7. Walden: Thoreau
8. Republic: Plato
9. News Is What We Make It: Stewart
10. The Columnists
11. Through Russia's Back Door: Lauterbach
12. Our Fair City: Allen (Editor)
13. Memoirs of Hecate County: Wilson
14. An American Dilemma: Myrdal
15. A Free and Responsible Press: Univ. of Chicago Press
16. Mr. Adam: Frank
17. The Big Sky: Guthrie
18. Lysistrata: Aristophanes
17. The Scarlet Letter: Hawthorne
18. Freedom Road: Fast
19. Angel Mo' and Her Son, Roland Hayes: Helm
20. Three Soldiers: Dos Passos
21. U. S. A.: Dos Passos
22. Missouri Compromise: Coffin
23. Rumors of Race: Odum
24. Citizen Tom Paine: Fast
25. House of Lords: Ickes
26. Color Blind: Halsey

A Great Disappointment

by William H. McDougall, Jr.

A paper on my estimate of the Nieman year, as required by the Foundation
from
William H. McDougall, Jr. '47
United Press

Sirs:

The Nieman year was a great disappointment to me for the following reasons:

1. In order to learn anything I had to study.

When, last summer, my name appeared among the lucky fourteen I relaxed, happy in the thought that at Harvard I could absorb knowledge by some osmotic process requiring no effort on my part. That supposition was an error.

2. My living quarters in Kirkland House had a study, bedroom, bathroom, two closets but no breakfast nook.

3. Frank Hewlett and Bob Elliot told me the Niemans got passes to all athletic events. It worked on football games but a track meet ticket recently cost me $1.

4. The price of chips in Nieman poker games was too high. Instead of five, ten and twenty five cents for whites, reds and blues; I suggest, for the benefit of next year's fellows, limits of one, three and five cents (unless Nieman stipends are increased).

5. When new Guild contracts won higher salaries for newsmen around the country the Foundation did not make our stipends retroactive.

6. Secretary Dorothy Erskine quit in mid-year to have a baby. After that I had to look up my own telephone numbers.

7. Dorothy did not return after she had the baby, so I still had to look them up. Mrs. Malone, Dorothy's successor, said that she would not look them up for me unless I spelled the names. (How could I spell with a Boston accent?)

8. Fletcher Martin never did pay those bets Miller and I won by remaining bachelors.

As you can see from the foregoing I have ample justification for saying the year has been a great disappointment.

Bill McDougall, 38, a graduate of the Salt Lake City Tribune and an old China hand, had been three years a Jap prisoner on Java before starting his Nieman year. He found the new Harvard regional studies on China what he wanted to work at. Finishing a book on his war experience was a by-product of his year.

There is only one way the Nieman Committee can allay my sorrow. Bring me back again next year.

Mr. McDougall was persuaded to list some of his other activities at Harvard as follows:

COURSES STUDIED

First Term

China regional program—under the general direction of Professors McKay and John K. Fairbank and including guest lecturers brought into the program for their special knowledge.

Chinese language, Mandarin dialect (see note)—Professor Cleeves.

Note: I dropped the Mandarin studies because the load was too great and the necessity for learning the language was lessened by a change of objective.

Professor Cleeves has worked out an excellent program for studying the Mandarin dialect. I recommend him for any Niemans who may be interested in the language.

English A 3b—writing class—Professor Theodore Morrison.

Professor Morrison's course proved one of the most rewarding and enjoyable I have ever taken anywhere. Professor Morrison is a first class critic and helper with a gift of spotting one's weak points and helping one strengthen them. Morrison is a MUST for every class of Niemans.

While in the class I wrote five chapters of a book and one long article.

Humanities 1b—Dante, Montaigne and Shakespeare—Professor Theodore Spencer.

Second Term

D. C. Williams in American Philosophy and its European sources.

J. D. Wild, Types of Philosophy.

J. A. C. F. Auer, History of Religions 15B, Systematic Theology.

Payson Wild, International Law.

Sigmund Neumann, visiting professor replacing Friedrich in Dictatorship and Propaganda.

Oscar Handlin, The Boston Community.

P. A. Sorokin, A System of Sociology.

Lecturers heard outside of Harvard faculty:

Fakhri Maluf, professor of philosophy at Boston College.

Daniel Sargent, poet and author and formerly on Harvard faculty.

Rev. Leonard Feeney, S. J., theology.

The above three men were heard at the Harvard Catholic Club in a series of lectures in their respective fields.

New Ideas, New Experiences, Changed Outlook

by Ernest H. Linford

LOOKING back over the Nieman year, there is temptation to indulge in idle wishing that the singular adventure in study and stimulation were starting out rather than ending. After learning directions and currents, becoming acquainted with figures in the Yard and the world and becoming aware of some of the exciting new horizons, what a furrow a newsman could plow in the field of learning.

This report no doubt could be more accurately written a few years hence. The stack of notebooks and papers on my desk represents in a small way the vast amount of material collected during the last eight months—new ideas, new experiences, changed outlooks and appreciations which may go to reshape a whole life. All await filing in proper pigeonholes at the proper time. A course that at the time may have seemed routine and comparatively unexciting, may prove in the long run to be of the most lasting benefit.

Returning after 17 years to formal education, I found myself impatient at times during lectures and reading assignments, awaiting the lead. Having lost contact with the less-rigorous, slackened atmosphere of the academic world, it was hard to settle down and overcome the suspicion that courses were not immediately getting anywhere. But gradually, through the year, the seemingly unimportant material became important blocks with which to complete the jig-saw.

Freedom from pressure and worry, the mechanics of putting out a paper, has been one of the supremely pleasant aspects of the Nieman year. One should be able to return to his job rested and in better condition than he left it. I am convinced this last week of the year at Harvard that I received more direct benefit and pleasure from the Nieman functions and personal contacts than from the formal courses. Among the most delightful and stimulating aspects has been close association with the curator and the other members of the committee, their wives, and the Nieman Fellows and their wives. It is remarkable how fellowship has developed through the months.

As this was my first visit to the East, some experiences have been especially unique to me, not the least of which was "big city" life. Surely this will help to round out my experiences and make me a better craftsman.

I regret the time wasted in sampling courses and looking around, especially during the first half of the term. A frantic feeling has remained with me to the end that this is the one big opportunity to acquire a block of culture and knowledge. And there is sadness that I could absorb so little of the fare offered. I was asked at the beginning of the year which field I planned to specialize in. As a country newspaper editor with varied duties and interests, I found that there were at least five such fields. The experience is similar to that of a hungry man standing by tables sumptuously set with all kinds of foods. He reaches for a slice of ham and while eating it wonders if turkey wouldn't have been better. He realizes that the baked beans contain the protein and vitamins his body requires, but the caviar looks so tasty! And after gorging himself, he turns regretfully away, wishing that his capacity was not so limited and that he could stay for another meal another day.

PARADOXICALLY, I have experienced in the East a belated awakening to the regional problems and destiny of the West. Heretofore, I had been disinterested to the point of near-unawareness to the Rocky mountain region's culture and historical significance. In New England I found myself a marked man plied with questions about my home region which I could not answer. I discovered I had an accent, and that some people expected me to be different. Answers to many of the questions were supplied in two history courses and by Bernard DeVoto, who proved informative and helpful in forming a perspective. Intense interest in the West has grown, and it is as if I were really seeing it and its problems for the first time.

With the curator's permission, I have written an occasional column for my paper under the heading "Letters from New England." A number of the editorials were devoted to the general problem of The West Against Itself. This was after reading a dozen or so books on the economic, social and political background of the West, all outside any Harvard reading lists. Reactions were pungent and varied. Am resolved to continue my study and the program of holding a mirror to westerners, hoping it will stimulate improvements.

Courses

EARLY in the Nieman year I was a bit on the defensive because I had loaded up with so many history courses which seemed snaps to some fellows delving deep into economics and technical subjects. I apologize no more. I am convinced now that the greatest benefits of my formal studies will be from these courses, in particular Professor Schlesinger's **Social and Intellectual History** of the United States and Professor Merk's **History of the Western Movement**. Both these men are tops. Both deliver exceedingly good lectures; both have well worked out, valuable reading lists; both have standing, personal integrity, pleasing personalities, and develop a rich kind of confidence. Both were friendly and helpful to me outside the classroom and getting to know them was among my most valued experiences.

Social and Intellectual history came closest to furnishing me with a needed general cultural background. Many phases of it should help me to be a better editor. It revealed many new horizons. Too numerous to enumerate in detail, some of them were: changes and developments in painting, music, architecture, sculpture and literature; the growth and recessions of democracy; social and humanitarian reforms, trends in religion, education and American thought; the advance toward maturity of the American people. I developed for the first time a genuine interest in the Negro problem, and prejudices and segregation of minority groups. The reading period assignments for the first term, notably the Olmsted books on the Cotton Kingdom, furnished potent background material and stimulated other reading. I began an article on the differences and barriers between the North and South, from the Settlement of Jamestown to

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At forty Ernest Linford closed his editor's desk on the small town daily he had run almost single handed, packed his wife and three children into a trailer and came from Laramie, Wyoming to Cambridge. Alert to make the most of a year of freedom in a university he attacked the East, Harvard and learning with a questing journalist's thirst for understanding. What he made of his opportunity he has told in a report that makes it easy to understand the action of Phi Beta Kappa at the University of Wyoming which elected him to membership while he was in Cambridge.

the present, during the Christmas holidays. My thesis was that the situation of the South is similar to that of the West. The article is not yet finished. In it I aim to tie together a number of odds and ends picked up in the courses and in outside reading. I had studied American history before but did not realize that so many of the present-day grievances of the West were tied up in the bills of complaints of the various agrarian and currency reform movements of the past.

The vast problems, still growing, which resulted from the vanishing of the frontier were effectively dramatized by both Professor Schlesinger and Professor Merk. In the **Westward Movement** course, Mr. Merk is superb. With understanding and ingenious interpretation, he unfolds the gradual receding of the frontier and its meaning to the country and the world. I wish every American, regardless of the region in which he lives, could hear these lectures.

Mr. Merk's dramatic sense, coupled with a conscientious hewing to the line of accuracy and timing, makes his lecture series truly remarkable. I expect to refer many times to my notes on the fur trade, colonization of Texas, the founding and migration of the Mormons, colonization of the Great (Enclosed) basin and development of irrigation, the 1850 breakup of the parties, the Populist movement, the development of the cattle industry, reclamation, TVA, farm over-production, misuse of the land and erosion problems, development of farm tenancy and the coming and importance of improved farm methods, the AAA and soil conservation program.

I have brought up to date the book containing the reading list, and it will prove a valuable addition to my library. I wish I had pursued this course through the first term as well as the second.

Government 4-C, the U. S. in World Politics, given by the personable and able Dean Payson S. Wild, would have delighted me more if it had continued through the entire academic year instead of just the first term.

In interesting, convincing lectures, Mr. Wild gave background to American foreign policy, exploding many myths and prejudices concerning traditionalisms of our country. While scrupulously careful to inject a minimum of his own opinions he encouraged individual thinking on a broad-minded basis. His lectures were so lucid and direct that I wished he could have had a country-wide audience.

Notes from one of his UN lectures were elaborated and sent to my paper as a New Year's message of hope for world peace. Several other lectures would have been good for editorial background as well as keeping an editor on even keel during a time of confusion and stress. He spells out effectively some of the complexities of foreign relations and sheds light on mysteries of the state department and foreign service.

The class was so large that personal contacts or discussion, so vital to this type of course was impracticable. Because I resided at Lexington the first half of the term, I was unable to attend night meetings and seminars on international relations. Mr. Wild's reading list was so good that I purchased some books, notably Schuman's **Soviet Politics**, Brinton's **The Big Three** and Lippman's **Foreign Policy**. I intend to acquire the Welles books and others.

History 64 was on my tentative list and I intended only to look in on it since it covered some of the same ground as Government 4-C. However I found the lectures in **U. S. as a World Power** so intriguing that I followed them through to the conclusion. I also did considerable reading. Mr. Leopold used finesse and skill in outlining the developments in U. S. foreign policy under several presidents and secretaries of state. The theories and steps taken under stress by the various personalities were revealed. Particularly interesting was the treatment of the roles of the two Roosevelts and Wilson in world politics.

Ted Morrison's course, English A3-b, stirred me most and turned the spotlight on both my shortcomings and talents. This urbane, cultured poet-lecturer inspires greater care and better work in the writing field. He stimulated me to the bursting point, opened up new worlds to conquer on occasion and put me into the dumps other times.

He brought to life a forgotten truism that it does no harm to write sentences with subjects and predicates—in their right order. He reminded us that clarity and terseness are superior to flowery adjectives and generalisms. In Mr. Morrison's own words, years of newspapering make a man careless.

Mr. Morrison caused me to re-examine my style of writing. He made me so conscious of word wastage that I can hardly write a brief letter without scrutinizng every sentence. Yet I realize that when I get back under the pressure of deadlines, I will have to shelve much I have learned from him. When one has two minutes or half an hour to do a piece of writing—while the printer stands over him and the press crew waits—he can hardly rewrite, consult the dictionary and polish off each paragraph. Of course writing of news should be clear and concise, but until a country editor can find more time, he must be content to turn out editorials which aren't notable for their literary quality. Nevertheless, knowing Mr. Morrison, hearing his lectures and his reading of quality literature has been one of the most invigorating experiences of my life.

The Economics 81-A (trade unionism and collective bargaining course) should have proved more valuable to me than it was. Or perhaps I got more out of it than I realized. However, there was no temptation to follow it through the second term. One of the difficulties may have been a clash of personalities; another may have been my innate distaste for formal economics. I enjoyed some of the lectures and some of the less ponderous reading. Undoubtedly I have a better understanding of how unions operate and have developed a more sympathetic attitude even toward the poorly-managed, undemocratic brotherhoods.

Social Relations 1-A, as outlined in the catalogue seemed to have something for a community editor. On occasion I audited the first term lectures of Professor Allport on **Social and Psychological Foundations of Behavior**. Some were interesting, but I had so many other irons in the fire, I let the course slip by until the second term when Professor Homans was in charge. Particularly good were the sections on family and social life in old Ireland,the Navajo Indian reservation and the Street Corner section of the big city. Some of Homans' lectures were good and he presented some excellent guest lecturers, notably Professor Kluckhohn. But when the lectures became too abstract for my practical mind, I attended Professor Matthiessen's discussions on American literature.

Social Relations 53 has a catchy title from which an editor is likely to get too much steam. I entered **Cultural Differences and International Understanding** late in the term but with high hopes. This might be the dream course at last! I transferred after a philosophy course had disappointed me. Social Relations 53 had its moments but they were chiefly under the spell of Professor Kluckhohn, Professor Fairbank or some other able guest lecturer, called in for his observations in his field, concerning other peoples.

My most notable academic disappointment of the year was Humanities 1-A in the highly-touted general education field. I had an idea it would fill in, in capsule form, the holes in my cultural background and give me a smattering of Plato, Homer,

the Old Testament, Dante, Shakespeare, etc.

This course held so much promise that I am not sure yet why I failed to get anything out of it.

Government 115, **International Politics**, first term, and Government 32, **Conduct of Foreign Relations**, second term, both taught by Mr. Poole, could be fine courses. They could have filled the void left by the telescoping of the Wild course. To me they were not successful, except for occasional glimpses into the workings of the diplomatic corps and foreign service.

In a quest for culture, I tried Demos' **Philosophy AA, History of Ancient Philosophy** course. Mr. Demos also spoke with a foreign accent in the big room of poor acoustics of Emerson hall, and the strain proved too great. The second term I speculated a bit with J. D. Wild's Philosophy C, but it did not hold me from being weaned away to Professor Parsons' "lyceum" on international misunderstandings.

During the second term, Mr. William Neufelt gave me the benefit of his experience as a physical trainer in the armed services and directed me in exercises and relaxing techniques at the indoor athletic center. This should prove of great benefit. On occasion I enjoyed swimming in the beautiful Harvard pool.

Other Activities

We had many courtesies from residents, both in and out of the Harvard family, which helped to make our stay unusually interesting and worthwhile. Among those who took an interest in us was Mr Carl T. Keller, Harvard '94, who knew Bill Nye, founder of my paper, when a boy. He and his pleasant wife showed us behind the red brick exterior of Beacon Hill, where we found hospitality and cordiality unsurpassed. We also enjoyed many sightseeing jaunts through metropolitan Boston and the other historically-important towns of New England. The people at the Lexington Hancock and Cambridge Russell schools were courteous and helpful to us and our children.

Even today as I walked through the Harvard Yard, I still felt the awe and inspiration that struck me during my first visit there. It was a thrilling experience to go there for broadening my education and experience. I spent many enjoyable hours in Widener library and appreciated the stack privileges.

Mrs. Linford audited Professor Schlesinger's History 5 course the second term and found it interesting and worthwhile.

Conclusion

LIBERAL is a word kicked around so much lately that it has lost much of its meaning and efficacy. Perhaps it would be more accurate to report that I feel I have been broadened at Harvard, and am more aware now of social implications of events, trends and ideas. This may not make a small town editor happier but it should make him a better newsman-interpreter, if he can hold his job and still retain some enlightened convictions.

Many things which once were plain black or white to me now appear in some shade of gray. Perspective has changed but some objects and attitudes have not yet jelled.

Reading

AMONG the delights of a winter of comparative leisure is time for browsing and reading. I took a great deal of satisfaction in perusing a number of books and magazines which I ordinarily would have had no time for, and my wife and I enjoyed poking around in the book stores. We acquired between 25 and 35 books, some of them old volumes now out of print, we found gathering dust in the musty Boston bookstores.

I made no formal list of the books as I read them, so am depending upon memory for the following list (unassigned in courses) which I read all or in part.

On My Region

Divided We Stand—Webb
Revolt in the South and the West—Mezerik
Economic Freedom for the West—Berge
If the Prospect Pleases—Haystead
Day of the Cattleman—Osgood
Shore Dimly Seen—Arnall
Small Town—Hicks
Bret Hart's Stories
Here They Dug for Gold
Man's Worldly Goods—Leo Huberman
Railroad Builders—Moody
Out of Your Pocket (pamphlet) McConkey
The Truth About Unions (pamphlet) Leo Huberman
Political History of the Public Lands—Stephenson
The Navajo——Kluckhohn
Roughing It—Mark Twain
The Big Sky—Guthrie

Others

Our Fair City—Allen, Lyons, etc.
Missouri Compromise— T. Coffin
Man Against Myth—Dunham
Peace of Mind— Liebman
So You're Neurotic--
You Must Relax—Jacobson
Bill Nye's Remarks—Nye
Political and Social Growth—Schlesinger
Rise of the City— Schlesinger
And This Is Boston—
Boston Landmarks—
Historical Books and Pamphlets on New England
Through Russia's Back Door—Lauterbach
USA (trilogy) —Dos Passos
A Free and Responsible Press—Hutchins Committee
The First Freedom—Ernst
Newspaper Crusaders—Bent
Paul Revere and the World He Lived In
Forays and Rebuttals—DeVoto
The Atlantic Reader—Weeks
The Happy Profession—Sedgwick
The Art of Plain Talk—Flesch

Reports of the other three Nieman Fellows for the year 1946-47 had not been received at this printing. They are:

Francis P. Locke, associate editor, The Dayton News;
Jay G. Odell, Jr., copy desk editor, Philadelphia Inquirer;
Gilbert W. Stewart, Jr., of the Washington staff of Newsweek.

Mr. Locke and Mr. Stewart concentrated in economics and Mr. Odell in international affairs, especially in the Far East.

Nieman Fellows are selected annually in June by the executive committee of the Nieman Foundation from applications of working journalists of at least three years' experience. Application forms can be secured from the Foundation, 44 Holyoke House, Cambridge 38, Mass.